# Mathletics 

Victorian Curriculum
Activities (Courses) and Skill Quests


Years 3-6 January 2024

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## Grade 3

## 1 Number

| Identify, explain and use the properties of odd and even numbers |  |
| :--- | :--- |
| Skill Quests | Skills |
| Odd \& even numbers | Exploring odd \& even numbers |
| Course Topic | Activities Title |
| Read \& write numbers to <br> 10000 | Odd and Even Numbers 1 |

## VC2M3N02

Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10000

| Skill Quests | Skills |
| :---: | :---: |
| Numbers up to 10000 | Identifying \& counting numbers to 4 digits |
|  | Reading \& representing numbers to 4 digits |
|  | Comparing \& ordering numbers to 4 digits |
|  | Place value to 4 digits |
|  | Partitioning numbers to 4 digits |
|  | Rounding numbers to 4 digits |
| Numbers up to 100000 | Comparing \& ordering numbers to 5 digits |
|  | Place value to 5 digits |
|  | Partitioning numbers to 5 digits |
|  | Rounding numbers to 5 digits |
| Numbers up to 1000000 | Reading \& representing numbers to 6 digits |
|  | Comparing \& ordering numbers to 6 digits |
|  | Place value to 6 digits |
|  | Partitioning numbers to 6 digits |
|  | Counting by ones, tens \& hundreds |
| Numbers of any size | Reading \& representing numbers of any size |
|  | Comparing \& ordering numbers of any size |
|  | Place value of numbers of any size |
|  | Partitioning numbers of any size |
| Course Topic | Activities Title |
| Read \& write numbers to$10000$ | Place Value 3 |
|  | Place Value - Thousands |
|  | Partition and Rename 2 |
|  | Partition and Rename 3 |
|  | Ascending Order |
|  | Descending Order |
|  | Smallest and largest numbers |
|  | Numbers from Words to Digits 1 |
|  | Rounding Numbers |


| Vecognise and represent unit fractions including $1 / 2,1 / 3,1 / 4,1 / 5$ and $1 / 10$ and their multiples in different <br> ways; combine fractions with the same denominator to complete the whole <br> Skill |  |  |
| :--- | :--- | :---: |
|  | Skills |  |  |


| VC2M3N04 |  |
| :---: | :---: |
| Add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator |  |
| Skill Quests | Skills |
| Addition \& subtraction using place value | Add \& subtract using number facts within 1000 |
|  | Add \& subtract 2- \& 3-digit using jump strategy |
|  | Add \& subtract 2- \& 3-digit using place value |
|  | Add \& subtract 2- \& 3-digit using bridging to 10 |
|  | Adding \& subtracting - bridging with unknowns |
|  | Adding \& subtracting 3-digits using partitioning |
|  | Adding \& subtracting 3-digits using place value |
|  | Add \& subtract 2- \& 3-digit using split strategy |
|  | Add \& subtract 2-digit rounding \& compensation |
|  | Add \& subtract 3-digit rounding \& compensation |
|  | Adding \& subtracting to make 100 |
|  | Add \& subtract multiples of 100, 1000 \& 10000 |
|  | Add \& subtract using non-standard partitioning |
|  | Add \& subtract: choosing efficient strategies |
| Course Topic | Activities Title |
| Add \& subtract to 3 digits | Add 3 Numbers: Bonds to 100 |
|  | Partition Puzzles 2 |
|  | Repartition to Subtract |
|  | Nearest 1000? |
|  | Estimation: Add and Subtract |
|  | Estimate Differences |
|  | Estimate Sums |
|  | Bar Model Problems 1 |
|  | Bar Model Problems 2 |


| VC2M3N05 <br> Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams and arrays, and using a variety of calculation strategies |  |
| :---: | :---: |
| Skill Quests | Skills |
| Multiplication \& division | Using repeated addition to multiply |
|  | Using repeated subtraction to divide |
|  | Relating multiplication \& division |
|  | Interpreting \& solving mult/div word problems |
|  | Multiplication strategies: 1-digit numbers |
|  | Multiplying 2-digit numbers by a 1-digit number |
| Course Topic | Activities Title |
| Multiply \& divide by 2 digits | Related Facts 2 |
|  | Frog Jump Multiplication |
|  | Frog Jump Division |
|  | Equivalent Facts: Multiply |
|  | Divide Into Equal Groups |

## VC2M3N06

Estimate the quantity of objects in collections and make estimates when solving problems to determine the reasonableness of calculations

| Skill Quests |  |
| :---: | :--- |
| Estimation strategies | Estimating additions |
|  | Estimating subtractions |
|  | Judging the reasonableness of answers |
| Course Topic |  |
| Add \& subtract to 3 digits | Estimation: Add and Subtract |
|  | Estimate Differences |
|  | Estimate Sums |

## VC2M3N07

Recognise the relationships between dollars and cents and represent money values in different ways

| Skill Quests | Skills |
| :--- | :--- |
| Money | Recognising Australian notes \& coins |
|  | Counting Australian dollars \& cents |
|  | Using money to make purchases |
| Course Topic | Activities Title |
| Teacher directed |  |

## VC2M3N08

Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including financial contexts; formulate problems using number sentences and choose calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation

## Skill Quests

Solve practical problems

## Skills

Solving addition \& subtraction practical problems Solve multiplication \& division practical problems
Missing number problems using all four operations

| Course Topic | Activities Title |
| :--- | :--- |
| Multiply \& divide by 2 digits | Frog Jump Multiplication |
|  | Frog Jump Division |
|  | Divide Into Equal Groups |

## VC2M3N09

Follow and create algorithms involving a sequence of steps and decisions to investigate numbers; describe any emerging patterns
Skill Quests
Create algorithms to investigate numbers

Course Topic
Identifying \& creating number patterns
Working with code to create algorithms

Read \& write numbers to
Activities Title
10000

## 2 Algebra

| VC2M3A01 |  |
| :---: | :---: |
| Recognise and explain the connection between addition and subtraction as inverse operations, apply to partition numbers and find unknown values in number sentences |  |
| Skill Quests | Skills |
| Addition \& subtraction relationship | Relationship between addition \& subtraction |
|  | Equivalent number sentences |
|  | Word problems for finding unknown quantities |
|  | Representing add \& subtract using a bar model |
| Course Topic | Activities Title |
| Patterns with numbers | Related Facts 1 |
|  | Adding in any order |

## VC2M3A02

Extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator

| Skill Quests |  |
| :--- | :--- |
| Apply knowledge of facts to <br> 20 | Finding fact families |
|  | Numbers bonds to 20 |
|  | Applying facts to 20 to larger numbers |
| Course Topic |  |
| Patterns with numbers | Complements to 10, 20, 50 |
|  | Complements to 50 and 100 |

## VC2M3A03

Recall and demonstrate proficiency with multiplication facts for $3,4,5$ and 10 ; extend and apply facts to develop the related division facts

| Skill Quests | Skills |
| :---: | :---: |
| Multiplication \& division facts for 2 | Recalling multiplication \& division facts for 2 |
| Multiplication \& division facts for 10 | Exploring multiplication by 10 |
|  | Recalling multiplication \& division facts for 10 |
| Multiplication \& division facts for 5 | Exploring multiplication by 5 |
|  | Recalling multiplication \& division facts for 5 |
| Mult/div facts for 2, 5 \& 10 | Multiplication \& division facts for 2, 5, 10 |
| Multiplication \& division facts for 3 | Exploring multiplication by 3 |
|  | Recalling multiplication \& division facts for 3 |
| Multiplication \& division facts for 4 | Exploring multiplication by 4 |
|  | Recalling multiplication \& division facts for 4 |
| Course Topic | Activities Title |
| Patterns with numbers | Counting by Fives |
|  | Count by Fives |
|  | Counting by Tens |
|  | Count by Tens |
|  | Count by 2s, 5 s and 10s |
|  | Counting up in 4s |
|  | Dividing Fives |
|  | Grouping in Fives |


|  | Dividing Tens |
| :--- | :--- |
|  | Grouping in Tens |
|  | Dividing Fours |
|  | Grouping in Fours |
|  | Dividing Threes |
|  | Grouping in Threes |
|  | Skip Counting with Coins |

## 3 Measurement

## VC2M3M01

Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates

| Skill Quests |  |
| :--- | :--- |
| Identify metric units of |  |
| measure |  |$\quad$ Introducing centimetres

## VC2M3M02

Measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings

| Skill Quests | Skills |
| :--- | :--- |
| Length, mass \& capacity | Comparing, ordering \& measuring length |
|  | Comparing, ordering \& measuring capacity |
|  | Comparing, ordering \& measuring mass |
|  |  |
| Length, capacity \& mass | Using a Litre |
|  | How Long is That? |
|  | Measure to the Nearest Half Centimetre |
|  | How Heavy? |
|  | Ordering Mass (g) |

## VC2M3M03

Recognise and use the relationship between formal units of time, including days, hours, minutes and seconds, to estimate and compare the duration of events

| Skill Quests | Skills |
| :--- | :--- |
| Introduce units of time | Introducing hours |
|  | Introducing minutes |
|  | Introducing seconds |
| Duration \& units of time | Understanding relationship between units of time |
|  | Understanding duration |
| Course Topic |  |
|  <br> conversions | Five Minute Times |
|  | What is the Time? |
|  | Time Conversions: Whole Numbers 1 |

## VC2M3M04

Describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute

| Skill Quests | Skills |
| :--- | :--- |
| Tell time | Telling time to five minutes |
|  | Telling time to the minute |
| Course Topic |  |
|  <br> conversions | Five Minute Times |
|  | What is the Time? |

## VC2M3M05

Identify angles as measures of turn and use right angles as a reference to compare angles in everyday situations

| Skill Quests | Skills |
| :--- | :--- |
| Identify \& compare angles | Introducing angles Activities Title |
|  | Introducing right angles |
| Course Topic |  |
| Introduction to angles | Equal Angles |
|  | Comparing Angles |
|  | Right Angle Relation |

## 4 Space

## VC2M3SP01

Make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses

| Skill Quests | Skills |
| :---: | :---: |
| 3D objects | Exploring prisms \& pyramids |
|  | Introducing nets |
|  | Recognising \& comparing 3D objects |
|  | Describing \& sorting 3D objects |
|  | Comparing 2D shapes \& 3D objects |
| Course Topic | Activities Title |
| Classify shapes | How Many Faces? |
|  | How many Edges? |
|  | Count the Corners |
|  | Count Sides and Corners |
|  | Relate Shapes and Solids |
|  | Collect the Objects |

## VC2M3SP02

Interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other

| Skill Quests | Skills |
| :---: | :--- |
| Interpret \& create maps | Interpreting simple maps |
| Course Topic | Activities Title |
| Position | Following Directions |
|  | Coordinate Meeting Place |
|  | Map Coordinates |
|  | Where is it? |

## 5 Statistics

## VC2M3ST01

Acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods, including frequency tables and spreadsheets

| Skill Quests | Skills |
| :---: | :--- |
| Collect \& record data | Collecting \& recording category data |
|  | Using tables Activities Title |
| Course Topic |  |
| Sort, represent \& interpret <br> data | Tallies |
|  | Sorting Data |
|  | Pictographs |
|  | Column Graphs |

## VC2M3ST02

Create and compare different graphical representations of data sets, including using software where appropriate; interpret the data in terms of the context

| Skill Quests |  |
| :--- | :--- |
| Create \& compare data <br> representations | Representing \& interpreting data displays |
|  | Comparing data displays |
| Sort, represent \& interpret <br> data | Interpreting Tables |
|  | Readivities Title |
|  | Rdd and Subtract Using Graphs |

## VC2M3ST03

Conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest

| Skill Quests |  |
| :--- | :--- |
| Understand statistical <br> investigations | Introducing the statistical investligation process |
| Course Topic |  | Conducting a statistical investigation | Activities Title |
| :--- |
| Teacher directed |

## 6 Probability

## VC2M3P01

Identify practical activities and everyday events that involve chance, and describe possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible', explaining reasoning

| Skill Quests | Skills |
| :--- | :--- |
| Language of chance | Using basic probability language |
| Course Topic | Activities Title |
| Probability | Will it Happen? |
|  | Most Likely and Least Likely |
|  | Introductory probability |
|  | What are the Chances? |

## VC2M3P02

Conduct repeated chance experiments; identify and describe possible outcomes, record the results, and recognise and discuss the variation

| Skill Quests | Skills |
| :--- | :--- |
| Chance experiments | Conducting chance experiments |
| Course Topic | Activities Title |
| Probability | How many Combinations? |

## Grade 4

## 1 Number

| Course Topic | Activities Title |
| :--- | :--- |
|  <br> Place Value | Place Value 3 |
|  | Place Value - Thousands |
|  | Partition and Rename 2 |
|  | Partition and Rename 3 |
|  | Smallest and largest numbers |
|  | Numbers from Words to Digits 1 |

## VC2M4N01

Recognise and extend the application of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals

| Skill Quests | Skills |  |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Place value to hundredths | Introducing decimal notation |  |  |  |  |  |  |
|  | Understanding decimal tenths |  |  |  |  |  |  |
|  | Understanding decimal hundredths |  |  |  |  |  |  |
|  | Partitioning decimal hundredths |  |  |  |  |  |  |
| Connect decimals \& fraction | Connecting fractions \& decimal notation |  |  |  |  |  |  |
|  <br> hundredths | Rounding decimal tenths \& hundredths |  |  |  |  |  |  |
| Decimals used in money | Understanding decimals used in money |  |  |  |  |  |  |
| Course Topic |  |  |  | Activities Title |  |  |  |
| Introducing decimals | Decimals from Words to Digits 1 |  |  |  |  |  |  |
|  | Decimals on the Number Line |  |  |  |  |  |  |
|  | Decimal Place Value |  |  |  |  |  |  |
|  | Who's got the Money? |  |  |  |  |  |  |
|  | Money |  |  |  |  |  |  |

## VC2M4NO2

Investigate number sequences involving multiples of 3,4,6,7, 8 and 9

| Skill Quests | Skills |
| :---: | :---: |
| Investigating sequences with multiples | Investigating sequences with multiples |
| Course Topic | Activities Title |
| Patterns in multiplication \& division | Grouping in Threes |
|  | Grouping in Fours |
|  | Grouping in Sixes |
|  | Grouping in Sevens |
|  | Grouping in Eights |
|  | Grouping in Nines |
|  | Dividing Threes |
|  | Dividing Fours |
|  | Dividing Sixes |
|  | Dividing Sevens |
|  | Dividing Nines |


| VC2M4N03 |  |
| :---: | :---: |
| Find equivalent representations of fractions using related denominators and make connections between fractions and decimal notation |  |
| Skill Quests | Skills |
| Equivalent fractions | Investigating equivalent fractions less than 1 |
|  | Investigating equivalent fractions greater than 1 |
|  | Patterns in equivalent fractions |
|  | Using multiplication to find equivalent fractions |
| Course Topic | Activities Title |
| Fractions \& equivalents | What Fraction is Shaded? |
|  | What Fraction Is Shaded 1 |
|  | What Mixed Number Is Shaded? |
|  | Equivalent Fraction Wall 1 |
|  | Equivalent Fraction Wall 2 |
|  | Simplifying Fractions |
|  | Thirds and Sixths |

## VC2M4NO4

Count by multiples of quarters, halves and thirds, including mixed numerals; locate and represent these fractions as numbers on number lines

| Skill Quests | Skills |
| :--- | :--- |
| Count by fractions \& mixed <br> numerals | Counting in halves \& quarters |
|  | Counting in halves, quarters \& eighths |
|  | Counting in thirds |
|  | Counting in tenths |
|  | Counting in simple fractions on a number line |
| Convert fraction types using <br> models | Converting mixed numerals to improper fractions |
|  | Activities Title |
| Fractions \& equivalents | Partition into Equal Parts |
|  | Counting with Fractions on a Number Line |

## VC2M4N05

Solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits

| Skill Quests | Skills |
| :--- | :--- |
| Mult/div by multiples of 10, <br> $100 \& 1000$ | Using place value to multiply by 10 |
|  | Multiplying by multiples of 100 |
|  | Multiplying by 1000 |
|  | Dividing by multiples of 10 |
|  | Dividing by multiples of 100 |
| Course Topic | Dividing by 1000 |
|  <br> division | Multiplying by 10,100,1000 |
|  | Dividing by 10,100,1000 Title |


| VC2M4N06 <br> Develop efficient mental and written strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder |  |
| :---: | :---: |
| Skill Quests | Skills |
| Addition \& subtraction using algorithms | Addition algorithms (without regrouping) |
|  | Addition algorithms (with regrouping) |
|  | Addition algorithms (with \& without regrouping) |
|  | Subtraction algorithms (without decomposing) |
|  | Subtraction algorithms (with decomposing) |
| Addition \& subtraction strategies | Add \& subtract using efficient strategies |
|  | Add \& subtract using a bar model |
|  | Add \& subtract using place value partitioning |
|  | Add \& subtract using jump strategies |
|  | Add \& subtract using split strategies |
|  | Add \& subtract using round \& compensate strategies |
| Mult \& div strategies, no remainder | Multiplication strategies: 1-digit numbers |
|  | Using the conventions of multiplication |
|  | Inverse facts: multiplication \& division |
|  | Practising multiplication strategies |
|  | Multiplying 2-digit numbers by a 1-digit number |
|  | Multiplying 2-digit numbers using doubling |
|  | Multiplying 2-digit numbers using factorising |
|  | Selecting effective multiplication strategies |
|  | Selecting effective division strategies |
|  | Comparisons using the language of multiplication |
|  | Dividing a 2 -digit number by a 1 -digit number |
| Course Topic | Activities Title |
| Strategies to add \& subtract | Bump Add and Subtract |
|  | Jump Add and Subtract |
|  | Complements to 10, 20, 50 |
|  | Split Add and Subtract |
|  | Compensation - Add |
|  | Column Addition 1 |
|  | Columns that Subtract |
|  | Subtract Numbers |
|  | Estimate Sums |
|  | Estimate Differences |
|  | Magic Symbols 1 |
| Strategies to multiply \& divide | Double and Halve to Multiply |
|  | Fact Families: Multiply and Divide |
|  | Multiplication Arrays |
|  | Arrays 1 |
|  | Arrays 2 |
|  | Related Facts 2 |
|  | Model multiplication to $5 \times 5$ |
|  | Grid Methods 1 |
|  | Problems: Times and Divide |

## VC2M4N07

Choose and use estimation and rounding to check and explain the reasonableness of calculations, including the results of financial transactions

| Skill Quests | Skills |
| :--- | :--- |
| Use estimation \& rounding | Rounding \& estimating with addition |
|  | Rounding \& estimating with subtraction |
|  | Checking accuracy of addition \& subtraction |
|  | Estimating with multiplication \& division |
| Course Topic |  |
| Strategies to add \& subtract | Estimate Sums |
|  | Estimate Differences Title |
|  <br> divide | Estimation: Multiply and Divide |

## VC2M4N08

Solve problems involving purchases and the calculation of change to the nearest 5 cents with and without digital tools

| Skill Quests | Skills |
| :---: | :--- |
| Solving money problems | Addition \& subtraction money problems |
|  | Using estimating with money |
| Course Topic | Activities Title |
| Problem solving with <br> models | How much Change? |

## VC2M4N09

Use mathematical modelling to solve practical problems that involve additive and multiplicative situations, including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation

| Skill Quests | Skills |
| :--- | :--- |
| Addition \& subtraction word <br> problems | Addition \& subtraction word problems |
|  | Posing addition \& subtraction problems |
|  | Expressing word problems as equations |
| Multiplication \& division <br> word problems | Expressing equations as word problems |
|  | Solving multiplication \& division word problems. |
|  | Bar Model Problems 1 |
|  | Bar Model Problems 2 |
|  | Fractions of a Collection 1 |
|  | Fractions of a Collection 2 |
|  | Multiply and Divide Problems 1 |
|  | How much Change? |

## VC2M4N10

Follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns

| Skill Quests | Skills |
| :---: | :--- |
| Sequences \& patterns | Exploring number patterns |
|  | Finding \& generating shape patterns from a rule |


|  | Generating add/sub patterns from a rule |
| :--- | :--- |
|  | Generating multiplication patterns from a rule |
|  | Using a function machine to apply rules to numbers |
|  | Working with code to create algorithms |
| Course Topic | Activities Title |
| Teacher directed |  |

## 2 Algebra

| VC2M4A01 <br> Find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations |  |
| :---: | :---: |
|  |  |
| Skill Quests | Skills |
| Addition \& subtraction number sentences | Using inverse operations for add/sub equations |
|  | Relationship between addition \& subtraction |
|  | Equivalent number sentences |
|  | Word problems for finding unknown quantities |
| Course Topic | Activities Title |
| Patterns \& missing numbers | Describing Patterns |
|  | Missing Values |
|  | I am Thinking of a Number! |
|  | Balance Numbers to 20 |
|  | Odd and Even Numbers 1 |

## VC2M4A02

Recall and demonstrate proficiency with multiplication facts up to $10 \times 10$ and related division facts, and explain the patterns in these; extend and apply facts to develop efficient mental and written strategies for computation with larger numbers without a calculator

| Skill Quests | Skills |
| :---: | :---: |
| Multiplication \& division facts | Multiplication \& division facts up to 5 |
|  | Multiplying \& dividing by 6 up to 60 |
|  | Multiplying \& dividing by 7 up to 70 |
|  | Multiplying \& dividing by 8 up to 80 |
|  | Multiplying \& dividing by 9 up to 90 |
|  | Multiplying \& dividing to $10 \times 10$ |
| Course Topic | Activities Title |
| Patterns in multiplication \& division | Grouping in Threes |
|  | Grouping in Fours |
|  | Grouping in Sixes |
|  | Grouping in Sevens |
|  | Grouping in Eights |
|  | Grouping in Nines |
|  | Dividing Threes |
|  | Dividing Fours |
|  | Dividing Sixes |
|  | Dividing Sevens |
|  | Dividing Eights |
|  | Dividing Nines |
|  | Multiplication Turnarounds |
|  | Missing Numbers: $\times$ and $\div$ facts |
|  | Times Tables |
|  | Multiply 3 single-digit numbers |
|  | Multiplying by $10,100,1000$ |
|  | Dividing by 10, 100, 1000 |

## 3 Measurement

## VC2M4M01

Use scaled and digital instruments to interpret unmarked and partial units to measure and compare lengths, masses, capacities, durations and temperatures, using appropriate units

| Skill Quests |  |
| :--- | :--- |
|  |  |
| temperature |  | Metric units of length Skills

## VC2M4M02

Recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units

| Skill Quests |  |
| :--- | :--- |
| Measure perimeter | Introducing perimeter |
|  | Measuring perimeter |
|  | Measuring \& estimating area using square units |
|  | Introducing area using formal units |
|  | Measuring \& comparing regular \& irregular shapes |
|  | Measuring area using formal units |
| Course Topic |  |
| Perimeter, area \& volume | Perimeter of Shapes |
|  | Area of Shapes |
|  | Equal Areas |


| VC2M4M03 <br> Solve problems involving the duration of time including situations involving 'am' and 'pm' and conversions between units of time |  |
| :---: | :---: |
|  |  |
| Skill Quests | Skills |
| Convert units of time | Converting units of time |
| Solve duration of time problems | Understanding am \& pm notation |
|  | Solving duration of time problems |
| Course Topic | Activities Title |
| Time conversions | What is the Time? |
|  | Time Conversions: Whole Numbers 1 |
|  | Time Conversions: Whole Numbers 2 |
|  | Time Conversions: Simple Fractions |
|  | Time Conversions: Simple Decimals |

## VC2M4M04

Estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle

| Skill Quests | Skills |
| :--- | :--- |
| Classify angles | Classifying angles Activities Title |
| Course Topic |  |
| Angles | Equal Angles |
|  | Comparing Angles |
|  | Right Angle Relation |
|  | What Type of Angle? |

## 4 Space

| Explain and compare the geometric properties of two-dimensional shapes and three- <br> dimensional objects |  |
| :--- | :--- |
| Skill Quests |  |
| Composing \& decomposing <br> 2D shapes | Composing \& decomposing 2D shapes |
| Course Topic | Activities Title |
| Shapes \& solids | Relate Shapes and Solids |
|  | Collect the Objects 2 |

## VC2M4SP02

Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects

| Skill Quests | Skills |
| :--- | :--- |
|  <br> objects | Identify composite shapes \& objects |
| Course Topic | Activities Title |
| Teacher directed |  |

## VC2M4SP03

Create and interpret grid reference systems using grid references and directions to locate and
describe positions and pathways

| Skill Quests | Skills |
| :--- | :--- |
| Create \& interpret grid <br> references | Working with grid reference systems |
| Course Topic |  |
| Describing position | Coordinate Meeting Place |
|  | Map Coordinates Title |
|  | Using a key |
|  | What Direction was That? |
|  | More Directions! |

## VC2M4SP04

Recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometry software where appropriate

| Skill Quests |  |
| :--- | :--- |
| Line \& rotational symmetry | Recognising \& drawing line symmetry |
|  | Rotational symmetry |
| Symmetrical patterns, <br> pictures \& shapes | Creating \& drawing symmetrical designs |
| Course Topic | Recognising tessellations |
| Symmetry | Sctivities Title |
|  | Symmetry |
|  | Symmetry or Not? |

## 5 Statistics

| VC2M4ST01 <br> Acquire data for categorical and discrete numerical variables to address a question of interest or purpose using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created |  |
| :---: | :---: |
|  |  |
| Skill Quests | Skills |
| Represent data with many-to-one graphs | Column graphs using many-to-one correspondence |
|  | Picture graphs with many-to-one correspondence |
| Course Topic | Activities Title |
| Collect, display \& interpret data | Picture Graphs: with scale \& half symbols |
|  | Making Picture Graphs: With Scale |
|  | Column Graphs |
|  | Reading from a Column Graph |
|  | Histograms |
|  | Frequency Histograms |


| Analyse the effectiveness of different displays or visualisations in illustrating and comparing <br> data distributions, then discuss the shape of distributions and the variation in the data |  |
| :--- | :--- |
| Skill Quests | Skills |
| Evaluate \& compare data <br> displays | Evaluating \& comparing data displays |
| Course Topic | Activities Title |
| Collect, display \& interpret <br> data | Histograms $\quad$ |

## VC2M4ST03

Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results

| Skill Quests | Skills |
| :---: | :--- |
| Methods of data collection | Surveys \& sorting data |
| Course Topic | Activities Title |
| Teacher directed |  |

## 6 Probability

| VC2M4P01 <br> Describe possible everyday events and the possible outcomes of chance experiments and order <br> outcomes or events based on their likelihood of occurring; identify independent or dependent <br> events |  |
| :--- | :--- |
| Skill Quests | Skills |
| Chance events | Describing the chance of events occurring |
|  | Exploring non-simultaneous everyday events |
|  | Independent \& dependent events |
| Course Topic |  |
| Probability | Chance Gauge $\quad$ Activities Title |
|  | What are the Chances? |
|  | Counting Techniques 1 |


| VC2M4P02 <br> Conduct repeated chance experiments to observe relationships between outcomes in games <br> and other chance situations, and identify and describe the variation in results |  |
| :--- | :--- |
| Skill Quests |  |
| Chance experiments | Conducting chance experiments |
|  | Investigating equally likely outcomes of chance |
| Course Topic | Activities Title |
| Teacher aligned |  |
|  |  |

## Grade 5

| Course Topic | Activities Title |
| :---: | :---: |
| REVIEW Whole Numbers \& Place Value | Place Value to Millions |
|  | Numbers from Words to Digits 1 |
|  | Numbers from Words to Digits 2 |
|  | Greater Than or Less Than? |
|  | Partition and Rename 3/Understanding Place Value 3 (CAN) |
|  | Expanded Notation |
|  | Place Value 2 |
|  | Place Value 3 |
|  | Place Value 1 |
|  | Who's got the Money? |
|  | Money |

## 1 Number

| VC2M5N01 <br> Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line |  |
| :---: | :---: |
| Skill Quests | Skills |
| Understand decimals to thousandths | Introducing decimal thousandths |
|  | Partitioning decimals of any size |
|  | Comparing \& ordering decimals |
|  | Interpreting zeros at end of decimals |
|  | Decimal \& fraction equivalences |
|  | Connecting decimals to the metric system |
| Course Topic | Activities Title |
| Decimals | Decimals from Words to Digits 1 |
|  | Decimals on the Number Line |
|  | Decimal Place Value |
|  | Nearest Whole Number |

## VC2M5N02

Express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another

| Skill Quests | Skills |
| :--- | :--- |
| Multiples \& factors | Finding multiples |
|  | Finding factors |
|  | Solving problems using factors \& multiples |
| Divisibility tests | Divisibility tests for 2, 5 \& 10 |
|  | Divisibility tests for 3, 4, 6, 8 \& 9 |
|  |  |
|  | Multiples |
|  | Lowest Common Multiple |
|  | Factors |
|  | Highest Common Factor |
|  | Find the Factor |


|  | Divisibility Tests $(2,5,10)$ |
| :--- | :--- |
|  | Divisibility Tests $(3,4,9)$ |
|  | Tests of Divisibility 1 |

## VC2M5N03

Compare and order common unit fractions with the same and related denominators, including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line

| Skill Quests | Skills |
| :---: | :---: |
| Compare \& order fractions | Comparing \& ordering fractions |
|  | Comparing \& ordering fractions \& mixed numbers |
|  | Using common factors to simplify proper fractions |
| Course Topic | Activities Title |
| Compare \& order fractions | Shading Equivalent Fractions |
|  | Equivalent Fraction Wall 2 |
|  | Equivalent Fractions on a Number Line 1 |
|  | Equivalent Fractions |
|  | Compare Fractions 1a |
|  | Compare Fractions 1b |
|  | Identifying Fractions Beyond 1 |
|  | Improper to Mixed |
|  | Mixed to Improper |
|  | Converting Mixed and Improper |
|  | Identifying Fractions on a Number Line |
|  | Mixed and Improper Fractions on a Number Line |

## VC2M5N04

Recognise that 100\% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents

| Skill Quests |  |
| :--- | :--- |
|  <br> percentages | Introducing percentages |
|  | Connecting percentages \& decimals |
|  | Connecting percentages \& fractions |
|  | Relationship - percentages, decimals \& fractions |
|  <br> percentages | Modelling Percentages |
|  | Fractions to Decimals |
|  | Percents and Decimals |
|  | Common Fractions as Percentages (AU) |
|  | Decimal Order |
|  | Comparing Decimals |

## VC2M5N05

Solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies

Skill Quests
Add \& subtract fractions

## Skills

Add \& subtract proper fractions - same denominator
Add \& subtract mixed numerals - same denominator

|  | Add \& subtract fractions - related denominators |
| :---: | :---: |
|  | Add \& subtract mixed num - related denominators |
| Course Topic | Activities Title |
| Add \& subtract fractions | Add: Common Denominator |
|  | One Take Fraction |
|  | Subtract: Common Denominator |
|  | Add Subtract Fractions 1 |
|  | Common Denominator |
|  | Add Like Mixed Numbers |
|  | Subtract Like Mixed Numbers |
| Teacher directed for relat | nominators |

## VC2M5N06

Solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient mental and written calculation strategies and using digital tools where appropriate; check the reasonableness of answers

| Skill Quests |  |
| :--- | :--- |
| Strategies to multiply by 1- |  |
| or 2-digits |  | Multiplication using multiples of 10

## VC2M5N07

Solve problems involving division, choosing efficient mental and written strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction

| Skill Quests | Skills |
| :---: | :---: |
| Division strategies incl. remainders | Dividing by a 1-digit number using partitioning |
|  | Dividing by a 2-digit number using partitioning |
|  | Dividing by a 1-digit number using factorising |
|  | Dividing by a 2-digit number using factorising |
|  | Extended division - no remainders or zeros |
|  | Extended division with remainders |
|  | Extended division with \& without remainders |
|  | Contracted division - no remainders or zeros |
|  | Contracted division- no remainders |
|  | Contracted division - with \& without remainders |


| Course Topic | Dividing by 2-digit numbers - formal algorithms |
| :--- | :--- |
|  |  |
|  | Mental Methods Multiplication 1 |
|  | Dividing by 10, 100, 1000 |
|  | Division Facts 1 |
|  | Remainders by Arrays |
|  | Mental Methods Division 1 |
|  | Mental Methods Division |
|  | Estimate Quotients |
|  | Estimation: Multiply and Divide |

## VC2M5N08

Check and explain the reasonableness of solutions to problems, including financial contexts using estimation strategies appropriate to the context

| Skill Quests | Skills |
| :---: | :---: |
| Estimation \& rounding | Rounding to estimate addition \& subtraction |
|  | Rounding to estimate multiplication \& division |
|  | Estimating with money |
| Course Topic | Activities Title |
| Rounding \& estimating | Rounding Numbers |
|  | Rounding Numbers 1 |
|  | Estimate Sums |
|  | Estimate Differences |
|  | Estimate Products |
|  | Estimate Quotients |
|  | Estimation: Multiply and Divide |
|  | Estimate Decimal Sums 2 |
|  | Estimate Decimal Operations |

## VC2M5N09

Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including simple financial planning contexts; formulate the problems, choosing operations and efficient mental and written calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation

| Skill Quests | Skills |
| :--- | :--- |
| Add \& subtract practical <br> problems | Addition \& subtraction word problems |
|  | Expressing word problems as equations add/sub |
|  | Solving add \& subtract money problems |
| Multiply \& divide practical <br> problems | Multiplication \& division word problems |
|  | Expressing word problems as equations mult/div |
|  | Solving mult-step mult/div word problems |
| All operations practical <br> problems | Solving mult \& div money problems |
| Course Topic |  |
|  | Columns that Add |
|  | Add Two 2-Digit Numbers |
|  | Add 3-Digit Numbers |
|  | Columns that Subtract |
|  | Subtract Numbers |


|  | Multiply: 1-Digit Number |
| :--- | :--- |
|  | Multiply: 2-Digit by 1-Digit |
|  | Divide: 1-Digit Divisor 1 |
|  | Bar model $\times \div$ |
| $\div$ | Problems: Times and Divide |

## VC2M5N10

Follow a mathematical algorithm involving branching and repetition (iteration); create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns

Skill Quests
 Skills
Create \& use algorithms
Manipulating numbers using a given rule
Designing flowcharts to solve add/sub of fractions
Factors \& multiples
Course Topic

## Activities Title

Missing Values

Missing Values
Missing Numbers: Variables
Solve Equations: Multiply, Divide 1
I am Thinking of a Number!
Fit the Conditions 1

## 2 Algebra

| RC2M5A01 <br> Recognise and explain the connection between multiplication and division as inverse <br> operations and use this to develop families of number facts |  |
| :--- | :--- |
| Skill Quests | Skills |
|  <br> division | Inverse relationship - multiplication \& division |
| Course Topic | Activities Title |
| Family of facts | Fact Families: Multiply and Divide |
|  | Multiplication Turnarounds |

VC2M5A02
Find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations
Skill Quests $\quad$ Skills

| Find unknown values in <br> mult \& div | Finding unknown values - multiplication \& division |
| :--- | :--- |
| Course Topic | Activities Title |
| Family of facts | Missing Numbers: $\times$ and $\div$ facts |
|  | Times Tables |
|  | Multiply 3 single-digit numbers |

## 3 Measurement

| VC2M5M01 |  |
| :---: | :---: |
| Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure |  |
| Skill Quests | Skills |
| Choose appropriate metric units | Introducing kilometres |
|  | Comparing \& ordering units of length |
|  | Selecting appropriate units - length |
|  | Comparing \& ordering units of mass |
|  | Selecting appropriate units - mass |
|  | Selecting appropriate units - capacity |
|  | Recognising suitable metric units - all |
| Course Topic | Activities Title |
| Metric conversions | Kilometre Conversions |
|  | Metres and Kilometres |
|  | Millilitres and Litres |
|  | Litre Conversions |
|  | Kilogram Conversions |
|  | Grams and Kilograms |

## VC2M5M02

Solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units

| Skill Quests | Skills |
| :--- | :--- |
| Perimeter \& area - practical <br> problems | Calculating perimeter practical problems |
|  | Calculating area practical problems |
|  | Activities Title |
|  | Perimeter: Squares and Rectangles |
|  | Area of Shapes |
|  | Biggest Shape/Bigger or smaller shape |
|  | Equal Areas |
|  | Area: Squares and Rectangles |


| Compare 12- and 24-hour time systems and solve practical problems involving the conversion |
| :--- | :--- |
|  |$\quad$ Skills


| Estimate, construct and <br> protractor, and relate these measures to angle names |  |  |
| :--- | :--- | :---: |
| Skill Quests |  |  |
|  <br> measure angles | Identifying, estimating \& measuring angles |  |
| Course Topic |  |  |
| Angles | Classifying \& constructing angles |  |
|  | Classifying Angles $\quad$ Activities Title |  |
|  | Measuring Angles |  |
|  | Estimating Angles |  |

## 4 Space

| Connect objects to their nets and build objects from their nets using spatial and geometric <br> reasoning |  |
| :--- | :--- |
| Skill Quests |  |
| Connect objects to nets | Connecting prisms \& pyramids with their nets |
|  | Connecting 3D objects with their nets |
| Course Topic | Activities Title |
| Shapes \& solids | What Pyramid am I? |
|  | What Prism am I? |
|  | Prisms and Pyramids |

## VC2M5SP02

Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement

| Skill Quests | Skills |
| :---: | :---: |
| Use coordinates in a grid system | Working with grid referenced maps |
|  | Using Cartesian coordinate system - first quadrant |
|  | Using landmarks \& directional language |
| Course Topic | Activities Title |
| Position | Map Coordinates |
|  | Coordinate Graphs: 1st Quadrant |
|  | More Directions! |

## VC2M5SP03

Describe and perform translations, reflections and rotations of shapes, using dynamic geometry software where appropriate; recognise what changes and what remains the same, and identify any symmetries

| Skill Quests | Skills |
| :--- | :--- |
| Identify \& describe <br> transformations <br> Course Topic | Identifying \& describing transformations |
| Transformations |  |
|  | Flip, Slide, Turn $\quad$ Activities Title |
|  | Transformations |
|  | Rotational Symmetry |

## 5 Statistics

| VC2M5STO1 |  |  |  |
| :--- | :--- | :---: | :---: |
| Acquire, validate and represent data for nominal and ordinal categorical and discrete numerical <br> variables to address a question of interest or purpose using software including spreadsheets; <br> discuss and report on data distributions in terms of highest frequency (mode) and shape, in the <br> context of the data |  |  |  |
| Skill Quests | Skills |  |  |

## VC2M5ST02

Interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made

| Skill Quests |  |
| :--- | :--- |
| Skills |  |
| Course Topic | Interpreting line graphs |
| Collect, display \& interpret <br> data | Line Graphs: Interpretation |
|  | Travel Graphs Title |

## VC2M5ST03

Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate
findings within the context of the investigation
Skill Quests
Skills
Teacher directed
Course Topic
Activities Title
Teacher directed

## 6 Probability

## VC2M5P01

List the possible outcomes of chance experiments involving equally likely outcomes and compare to those that are not equally likely

| Skill Quests |  |
| :--- | :--- |
| Outcomes of chance |  |
| experiments |  |$\quad$ Investigating equally likely outcomes

## VC2M5P02

Conduct repeated chance experiments, including those with and without equally likely outcomes, and observe and record the results; use frequency to compare outcomes and estimate their likelihoods
Skill Quests Skills

Teacher directed
Course Topic $\quad$ Activities Title
Teacher directed

## Grade 6

| Course Topic | Activities Title |
| :--- | :--- |
|  <br> Place Value | Place Value to Millions |
|  | Numbers from Words to Digits 1 |
|  | Numbers from Words to Digits 2 |
|  | Partition and Rename 3/Understanding Place Value 3 (CAN) |
|  | Expanded Notation |
|  | Place Value 2 |
|  | Place Value 3 |

## 1 Number

## VC2M6NO1

Recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane

| Skill Quests |  |
| :--- | :--- |
| Skills |  |
|  | Recognising situations that use integers |
|  | Locating \& representing integers on a number line |
|  | Introducing the Cartesian plane |
| Course Topic | Activities Title |
| Introducing integers | Integers on a Number Line |
|  | Ordering Integers (Number Line) |
|  | Comparing Integers (<, $=,>$ ) |
|  | What's the Temperature (Celsius)? |


| VC2M6N02 <br> Identify and describe the properties of prime, composite, square and triangular numbers and use these properties to solve problems and simplify calculations |  |
| :---: | :---: |
|  |  |
| Skill Quests | Skills |
| Prime \& composite numbers | Introducing prime \& composite numbers |
| Square \& triangular | Introducing square numbers |
| numbers | Describing triangular numbers |
| Course Topic | Activities Title |
| Multiples, factors, primes \& | Multiples |
| composites | Multiples of |
|  | Highest Common Factor |
|  | Lowest Common Multiple |
|  | Prime or Composite? |

## VC2M6N03

Apply knowledge of equivalence to compare, order and represent common fractions, including halves, thirds and quarters, on the same number line and justify their order

| Skill Quests | Skills |
| :--- | :--- |
| Compare \& order common <br> fractions | Recognise, compare \& represent common fractions |
|  | Comparing common fractions on a number line |


| Course Topic | Activities Title |
| :---: | :---: |
| Equivalent fractions | Equivalent Fraction Wall 1 |
|  | Equivalent Fraction Wall 2 |
|  | Shading Equivalent Fractions |
|  | Identifying Fractions on a Number Line |
|  | Mixed and Improper Fractions on a Number Line |
|  | Equivalent Fractions |
|  | Comparing Fractions 1 |
|  | Compare Fractions 1a |
|  | Compare Fractions 1b |

## VC2M6N04

Apply knowledge of place value to add and subtract decimals, using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers

## Skill Quests

Add/sub decimals - mental strategies
Add/sub decimals - digital technologies
Add/sub decimals - written method
Add/sub decimals estimating

## Course Topic

Add \& subtract decimals

Skills
Adding decimals using mental strategies
Subtracting decimals using mental strategies
Adding decimals using digital technologies
Subtracting decimals using digital technologies
Adding decimals using written method
Subtracting decimals using written method
Estimating sums \& differences of decimals

## Activities Title

Decimal Complements
Adding Decimals
Subtract Decimals 1
Estimate Decimal Sums 1
Estimate Decimal Differences 1
Estimate Decimal Differences 2

| VC2M6N05 <br> Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions |  |
| :---: | :---: |
| Skill Quests | Skills |
| Add \& subtract proper fractions | Adding fractions with related denominators |
|  | Subtracting fractions with related denominators |
|  | Add \& subtract fractions - related denominators |
| Add \& subtract mixed numerals | Adding fractions \& mixed numerals |
|  | Subtracting fractions \& mixed numerals |
| Course Topic | Activities Title |
| Add \& subtract fractions | Add: Common Denominator |
|  | One Take Fraction |
|  | Subtract: Common Denominator |
|  | Add Subtract Fractions 1 |
|  | Common Denominator |
|  | Add Like Mixed Numbers |
|  | Subtract Like Mixed Numbers |


| VC2M6N06 <br> Multiply and divide decimals by multiples of powers of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts, using estimation and rounding to check the reasonableness of answers |  |
| :---: | :---: |
| Skill Quests | Skills |
| Multiply/divide decimals by powers of 10 | Multiplying decimals by powers of 10 |
|  | Dividing decimals by powers of 10 |
|  | Using estimation |
| Course Topic | Activities Title |
| Fractions, decimals \& percentages | Multiply Decimals: 10, 100, 1000 |
|  | Divide Decimals: 10, 100, 1000 |

## VC2M6N07

Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies with and without digital tools

| Skill Quests | Skills |
| :---: | :---: |
| Find a fraction of a quantity | Finding a fraction of a quantity |
| Calculate percentages | Calculating percentages |
| Course Topic | Activities Title |
| Fractions, decimals \& percentages | Fractions to Decimals |
|  | Decimals to Fractions 1 |
|  | Percentage to Fraction |
|  | Decimals to percentages |
|  | Common Fractions as Percentages (AU) |
|  | Fractions to Percentages (Non-Calculator) |
|  | Percents and Decimals |
|  | Match Decimals and Percentages |
|  | Calculating Percentages (Mental) |
|  | Fraction Word Problems |
|  | Percentage Word Problems |
|  | Model Fractions to Multiply |

## VC2M6N08

Approximate numerical solutions to problems involving rational numbers and percentages, using appropriate estimation strategies

| Skill Quests | Skills |
| :--- | :--- |
|  <br> percentages | Estimating solutions |
| Course Topic |  |
| Estimating | Estimation: Multiply and Divide |
|  | Estimate Decimal Sums 2 |
|  | Estimate Decimal Operations |
|  | Estimate Products with Fractions |

## VC2M6N09

Use mathematical modelling to solve practical problems involving rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and using efficient mental and written calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made

## Skill Quests <br> Skills

Solve practical percentage problems

Course Topic
Solve problems with rational numbers

Solving practical percentage problems
ctivities Title
Money Problems: Four Operations
Time Conversions: Simple Fractions
Time Conversions: Simple Decimals

## 2 Algebra

| VC2M6A01 |  |
| :---: | :---: |
| Recognise and use rules that generate visually growing patterns and number patterns involving rational numbers |  |
| Skill Quests | Skills |
| Recognise \& use rules for patterns | Continuing \& creating number sequences |
| Course Topic | Activities Title |
| Patterns, equations \& rules | Increasing Patterns |
|  | Describing Patterns |
|  | Find the Pattern Rule |
|  | Table of Values |
|  | Pattern Rules and Tables |
|  | Number Sequences Up to 1 Million |

## VC2M6A02

Find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations

| Skill Quests | Skills |
| :--- | :--- |
| Understand order of <br> operations | Order of operations with no grouping symbols |
|  | Order of operations using grouping symbols |
|  | Order of operations practical situations |
| Course Topic |  |
| Activities Title |  |
|  | Order of Operations 1 (BIDMAS) |
|  | Writing Algebraic Expressions |
|  | Missing Numbers: Variables |
|  | Simple Substitution |
|  | Solve Equations: Add, Subtract 1 |
|  | Solve Equations: Multiply, Divide 1 |

## VC2M6A03

Design and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns

## Skill Quests <br> Skills

| Design flowcharts to solve <br> problems | Designing flowcharts to solve problems |  |  |
| :--- | :--- | :---: | :---: |
| Use rules \& algorithms | Manipulating numbers using a given rule |  |  |
|  | Creating algorithms for sets |  |  |
| Course Topic | Activities Title |  |  |
| Teacher directed |  |  |  |

## 3 Measurement

| VC2M6M01 <br> Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem |  |
| :---: | :---: |
|  |  |
| Skill Quests | Skills |
| Connect decimals to the metric system | Decimal notation \& the metric system |
|  | Decimal representation in capacity |
|  | Decimal representation in mass |
| Convert metric units of measurement | Converting metric units of length |
|  | Converting metric units of capacity |
|  | Converting metric units of mass |
| Course Topic | Activities Title |
| Metric conversions | Grams and Kilograms 1 |
|  | Grams and Kilograms |
|  | Grams and Milligrams |
|  | Converting Units of Mass |
|  | Centimetres and Metres |
|  | Metres and Kilometres |
|  | Millilitres and Litres |
|  | Converting Volume |

## VC2M6M02

Establish the formula for the area of a rectangle and use it to solve practical problems

| Skill Quests |  |
| :--- | :--- |
| Use formula for area of a <br> rectangle | Using a formula to calculate area of a rectangle |
| Course Topic |  |
| Area | Activities Title |
|  | Area of Shapes |


| VC2M6M03 <br> Measure, calculate and compare elapsed time; interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys |  |
| :---: | :---: |
|  |  |
| Skill Quests | Skills |
| Interpret \& use timetables | Interpreting \& using timetables |
| Course Topic | Activities Title |
| Time problems | Time Mentals |
|  | Elapsed Time |
|  | Using Timetables |
|  | Australian Time Zones |
|  | What Time Will it Be? |


| VC2M6M04 |  |
| :---: | :---: |
| Identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning |  |
| Skill Quests | Skills |
| Understand angle properties | Understanding adjacent angles |
|  | Exploring vertically opposite angles |
|  | Calculating angles that total $360^{\circ}$ |
|  | Investigating supplementary \& complementary angles |
| Course Topic | Activities Title |
| Angle relationships | Measuring Angles |
|  | Estimating Angles |
|  | Angle Sum of a Triangle |
|  | Quadrilaterals: Angle Sum with Equations |
|  | Exterior Angles of a Triangle |
|  | Angles of revolution: Unknown Values |
|  | Vertically Opposite Angles: Unknown Values |

## 4 Space

| VC2M6SP01 <br> Compare the parallel cross-sections of objects and recognise their relationships to right prisms |  |
| :--- | :---: |
| Skill Quests | Skills |
| Investigate cross-sections | Investigating cross-sections |
| Course Topic |  |
| Teacher directed |  |

## VC2M6SP02

Locate points in the 4 quadrants of the Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane

| Skill Quests | Skills |  |  |
| :--- | :--- | :---: | :---: |
| Points on the Cartesian <br> plane | Locating points on the Cartesian plane |  |  |
| Course Topic |  |  |  |
| Working on a Cartesian <br> plane | Activities Title |  |  |
|  | Ordered Pairs |  |  |
|  | Number Plane |  |  |
|  | Graphing from a Table of Values |  |  |
|  | Reading Values from a Line |  |  |

## VC2M6SP03

Recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometry software where appropriate

| Skill Quests |  |
| :--- | :--- |
| Use combinations of <br> transformations | Recognising tessellations |
| Course Topic | Identifying a sequence of 2 transformations |
| Working on a Cartesian <br> plane | Activities Title |
|  | Transformations: Coordinate Plane |
|  | Rotations: Coordinate Plane |

## 5 Statistics

## VC2M6ST01

Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape

| Skill Quests |  |
| :--- | :--- |
|  <br> describe data sets | Two-way tables |
|  | Side-by-side column graphs |
|  | Comparing \& selecting bivariate data displays |
|  | Describing \& interpreting data sets |
|  <br> shape | Understanding mode, range \& shape of distributions |
|  | Comparing modes in sets of data |
|  | Mode |
|  | Mode from Stem and Leaf Plot |
|  | Mode from Frequency Table |
|  | Data Extremes and Range |
|  | Stem and Leaf Plots with Range |
|  | Double Stem and Leaf Plots |
|  | Line Graphs: Interpretation |

## VC2M6ST02

Identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions

| Skill Quests | Skills |
| :--- | :--- |
| Interpret \& evaluate <br> secondary data | Interpreting \& evaluating secondary data |
| Course Topic |  |$\quad$ Activities Title | Teacher directed |  |  |
| :--- | :---: | :---: |

## VC2M6ST03

Plan and conduct statistical investigations by posing and refining questions to collect categorical or numerical data by observation or survey, or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation

$$
\begin{array}{l|r}
\hline \text { Skill Quests } & \text { Skills } \\
\hline
\end{array}
$$

## Teacher directed

Course Topic

## Activities Title

Teacher directed

## 6 Probability

| VC2M6P01 |  |
| :---: | :---: |
| Describe probabilities using fractions, decimals and percentages; recognise that probabilities lie on numerical scales of $0-1$ or $0 \%-100 \%$; use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals |  |
| Skill Quests | Skills |
| Assign probabilities | Probability as a fraction, decimal or percent |
|  | Probabilities from 0 to 1 |
| Course Topic | Activities Title |
| Probability | Simple Probability |
|  | Probability Scale |
|  | Complementary Events |
|  | Dice and Coins |

## VC2M6P02

Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials

| Skill Quests | Skills |
| :--- | :--- |
| Conduct chance <br> experiments | Conducting chance experiments |
| Course Topic | Activities Title |
| Teacher directed |  |

## Mathletics

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